



### ASSIGNMENT BOOKLET

3151 Social Studies 33  
Module 5

#### FOR STUDENT USE ONLY

Date Module Submitted

\_\_\_\_\_

Time Spent on Module

\_\_\_\_\_

(If label is missing  
or incorrect)

File Number

\_\_\_\_\_

Module Number \_\_\_\_\_

#### FOR SCHOOL USE ONLY

Assigned  
Teacher: \_\_\_\_\_

Module Grading: \_\_\_\_\_

Graded by: \_\_\_\_\_

Date Module Received:

\_\_\_\_\_

Module Assignment  
Recorded \_\_\_\_\_

#### Student's Questions and Comments

Blank area for student's questions and comments.

Apply Module Label Here

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Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

#### Teacher's Comments:

Blank area for teacher's comments.

\_\_\_\_\_  
Teacher

## ALBERTA CORRESPONDENCE SCHOOL

### MAILING INSTRUCTIONS FOR CORRESPONDENCE ASSIGNMENT BOOKLET

#### 1. BEFORE MAILING YOUR ASSIGNMENT BOOKLET PLEASE SEE THAT:

- (1) All assignments are completed. If not, explain why.
- (2) Your work has been re-read to ensure accuracy in spelling and details.
- (3) The booklet cover is filled out and the correct module label is attached.

#### 2. POSTAGE REGULATIONS

Do **not** enclose letters with Assignments Booklets.

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#### 3. POSTAGE RATES

First Class

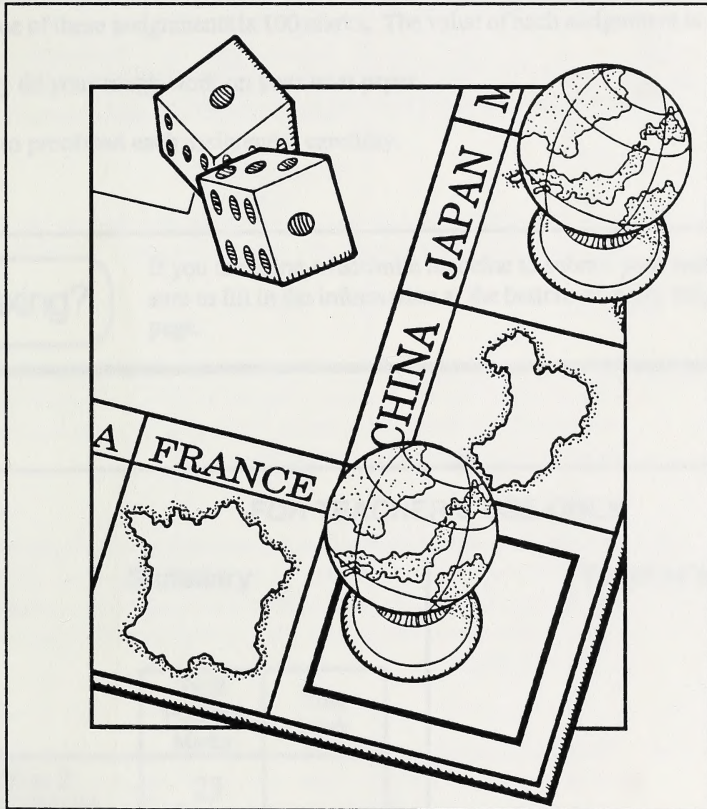
**Take your Assignment Booklet to the Post Office and have it weighed. Attach sufficient postage** and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence Assignment Booklets will travel faster if first-class postage is used.

Try to mail each Assignment Booklet as soon as it has been completed.

When you register for correspondence courses, you are expected to send Assignment Booklets for correction regularly. Do not send more than one Assignment Booklet in one subject at the same time.

# SOCIAL STUDIES 33

## MODULE 5: FACTORS INFLUENCING INTERACTION AMONG NATIONS



### ASSIGNMENT BOOKLET



**Distance  
Learning**

**Alberta**  
EDUCATION

SOCIAL STUDIES 33  
MODULE 5 FACTORS INFLUENCING  
INTERACTION AMONG NATIONS



Social Studies 33  
Assignment Booklet  
Module 5  
Factors Influencing Interaction Among Nations  
Alberta Correspondence School  
ISBN No. 0-7741-0070-2

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Your mark on this module will be determined by how well you do your assignments in this booklet.

Work slowly and carefully. If you are having difficulties, go back and review the appropriate section.

There are three section assignments and one final module assignment in this assignment booklet. The total value of these assignments is 100 marks. The value of each assignment is stated in the left margin.

You may do your rough work on your own paper.

Be sure to proofread each assignment carefully.

### Faxing?

If you are using a facsimile machine to submit your work, be sure to fill in the information at the bottom of every response page.

### FOR TEACHER'S USE ONLY

#### Summary

	Total Possible Marks	Your Mark
Section 2 Assignment	25	
Section 3 Assignment	10	
Section 4 Assignment	30	
Final Module Assignment	35	
	100	

#### Teacher's Comments

## Section 2 Assignment: Interaction Among Special Interest Groups

25

Read all the parts of your assignment carefully and record your answers in the appropriate places.

Examine the examples of international interactions involving prestige as a motive. Complete the retrieval chart, using the sample as a guide.

Sample:

1. Iran and Iraq engage in battles to control the Zagros Mountains. After several conflicts, Iraq gains control of a strip of territory 12 km wide and 150 km long.

Examples:

2. Finland, Switzerland, Portugal, Austria, and Sweden sign an agreement to form the European Free Trade Association. Their goal is to promote freer trade among the member nations and with nonmembers.
3. Two neighbouring African nations, South Africa and Mozambique, have exchanged words over the control of fresh water. Mozambique has accused South Africa of pressuring other nations to stop trade with Mozambique. South Africa denies using its influence over other nations. The conflict over the water continues, along with other accusations.
4. Iceland and the USSR are both major fishing nations. Each fishes for domestic and foreign sales. Recently, Iceland and the USSR have both been negotiating with Japan, to sell Japan more fish. The nation which increases its trade with Japan stands to earn an extra \$1 billion dollars annually.
5. Between Brazil and Venezuela is the Sierra Paoaraima mountain range. It forms a border between the two nations. Recently, emeralds were discovered in some of the mountains. Each nation claims control and ownership over the mountains in question. They have agreed to mine these precious stones jointly until the United Nations World Court rules on which controls the mountains.
6. Last year, Malaysia and Indonesia formed an association to improve their control over tin and rubber prices. They are major world producers and wish to work together to influence the world market. Prices, they both feel, can be raised by their combined efforts.

### Section 2 Assignment: Response Page

<b>Nations Involved in the Interaction</b>	<b>Type of Interaction:</b>  Conflict Competition Cooperation	<b>Method:</b>  Alliance Agreement Negotiation International Law Confrontation War	<b>Degree of Accommodation:</b>  High Mixed Low	<b>Degree of Tension:</b>  High Mixed Low	<b>Territorial Changes:</b>  Trade Influence Direct Control
1. Iran-Iraq war	Conflict	War	Low	High	Direct Control
2.					
3.					
4.					
5.					
6.					

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### Section 3 Assignment: International Interactions for Specific Purposes

10

Read all the parts of your assignment carefully and record your answers in the appropriate places.

Classify each statement on the response page into one of the categories. In the space provided before each of the statements, place the letter of the category to which it BEST belongs. The first one is done for you as an example.

	1. The United States and the Soviet Union agreed to limit the number of nuclear weapons they would possess. This agreement was signed in 1987.	
	2. The United States and the Soviet Union agreed to limit the number of nuclear weapons they would possess. This agreement was signed in 1987.	
	3. The United States and the Soviet Union agreed to limit the number of nuclear weapons they would possess. This agreement was signed in 1987.	
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	9. The United States and the Soviet Union agreed to limit the number of nuclear weapons they would possess. This agreement was signed in 1987.	
	10. The United States and the Soviet Union agreed to limit the number of nuclear weapons they would possess. This agreement was signed in 1987.	

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## Section 3 Assignment: Response Page

### Categories

- A. New attitude resulting from Collective Security
- B. New role resulting from Collective Security
- C. Benefit of Collective Security Association
- D. Problem of Collective Security Association

- C   1. Member nations increase their security and safety.
2. Nonmember nations become enemies of member nations.
3. Member nations act as partners with each other.
4. A nonmember nation wishes to join the association.
5. Some nonmember nations believe the association threatens their security.
6. Member nations lose some of their independence by joining the association.
7. A sense of belonging is shared by member nations.
8. Several nonmember nations create their own collective security association.
9. Member nations have new duties and obligations to their partners.
10. Nonmember nations may feel isolated from member nations.
11. Member nations become one of a group and lose some identity.
12. Cooperation improves as a result of the formation of the association.

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## Section 4 Assignment: International Interactions and the Beliefs of Nations

30

Read all the parts of your assignment carefully and record your answers in the appropriate places.

Read the description of the following situation which exists between Nations A and B. Write a short explanation of this situation, in which you describe in detail

- the ideology of each nation
- possible methods of interaction between the two nations (including whether these methods are direct, indirect, or both)
- the consequences of the methods used in the interaction for each nation

### Situation:

Nation A believes that the best way to provide for its security is to have many allies. It believes that with many allies, its security is protected in two ways. First, no ally will attack Nation A because the two nations are cooperating. Second, no nation not allied with Nation A will dare attack because Nation A has too many allies. It would be too risky to be in conflict with a nation allied with others who will come to its defence. Cooperation is vital.

Nation B believes the best way to provide for its security is to build up its military. It believes with a powerful military no nation or group of nations will risk war. Nation B also believes in being independent and relying upon its own people. There is less risk of betrayal and Nation B can pursue its national interests.

Nation A views the size and strength of Nation B's military as a threat to its security. Nation B views the size and combined strength of Nation A's alliances as a threat to its security.

## Section 4 Assignment: Response Page

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(There is more room for your answer on the next response page.)

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**Rough Work**

(Marks will not be given for work done on this page.)



## Final Module Assignment

**Read all the parts of your assignment carefully and record your answers in the appropriate places.**

Read the following brief description of an international interaction, completing the Accommodation Scale as you read. (NOTE: you will not be marked on your Accommodation Scale.) See Activity 5 if you are uncertain as to how to complete your Accommodation Scale.

Then

1. Complete the World Stage Analogy sheet as shown in Activity 5.
2. Expand upon the consequences of this interaction through a written paragraph. What are the likely outcomes, based upon the information given? Explain how each participant's relations with the others will change as a result of the interaction.

## Final Module Assignment

In 1979, the USSR sent troops into Afghanistan, claiming the “Soviet troops were invited into Afghanistan by its Government.” The USSR and Afghanistan share a border. In addition, there are forty million Muslims in the Soviet Union who share a set of religious beliefs with the Afghans. The Soviets wished to prevent their Muslims from rebelling in actions similar to those which had changed the government of Iran. By supporting an Afghan government with an ideology similar to its own, the Soviet Union could improve its own security. This would also promote Soviet ideology.

Afghans opposing Soviet influence, called the Mujahedeen or “holy warriors,” have fiercely resisted Soviet troops. Over 50 000 Mujahedeh have died as have 20 000 Soviet troops. The countryside has been devastated by the conflicts. Almost one-third of the population of Afghanistan has fled to nearby Pakistan as refugees. The Afghans opposing the Soviets wish to maintain their sovereignty and security and promote their Muslim beliefs. Their actions were used as a reason for the government invitation to Soviet troops.

The United States has a strong interest in the events in Afghanistan. The oil fields of the Middle East are important to U.S. energy supplies. In addition, the U.S.A. fears increased Soviet influence in the Middle East. Particularly important to the U.S. is the threat of Soviet control over Afghanistan to gain more territory. The Americans have given military aid to the Mujahedeen through Pakistan, where there are Mujahedeen bases. As well, a grain embargo was declared by the U.S. against the Soviet Union.

The Soviet foreign minister, Gromyko, issued a warning to the U.S.A. to “end its outside interference” in Afghanistan matters. The Americans boycotted the 1980 Moscow Olympic Games to protest Soviet intervention in Afghanistan. Four years later, the Soviets boycotted the 1984 Los Angeles Olympic Games. Each nation continued to accuse the other of interfering in the affairs of Afghanistan.

By 1984, a stalemate had developed between the Soviets and the Mujahedeen. Yet in 1985, the Soviets were more successful in gaining territorial control in Afghanistan. Despite this, the Mujahedeen continue to fight. They have a great deal of international support from the U.S.A., China, and other Muslim nations.

## Final Module Assignment

### Accommodation Scale

Type of Interaction	Degree of Tension and Accommodation	Possible Motives	Method Used	Examples	Consequences
<p style="font-size: 2em; margin: 0;">CONFLICT</p> <p style="font-size: 2em; margin: 0;">COMPETITION</p> <p style="font-size: 2em; margin: 0;">COOPERATION</p>	Tension - High	<ul style="list-style-type: none"> <li>• Security</li> <li>• Peace</li> <li>• Prestige</li> <li>• Prosperity</li> <li>• Promoting &amp; Defending Against Ideologies</li> </ul>	<ul style="list-style-type: none"> <li>• War</li>         <li>• Coercion                             <ul style="list-style-type: none"> <li>- Sanctions</li> <li>- Appeasement</li> </ul> </li>   <li>• Confrontations</li> </ul>	<ul style="list-style-type: none"> <li>• Iran-Iraq</li>         <li>• Boycotts</li> <li>• Embargoes</li>    <li>• USSR-Britain Spy Scandal</li> </ul>	<ul style="list-style-type: none"> <li>• Opponents in trade</li>         <li>• Military Enemies</li> <li>• Political Critics</li>         <li>• Political Critics</li> </ul>
	Mixed	<ul style="list-style-type: none"> <li>• Security</li> <li>• Peace</li> <li>• Prestige</li> <li>• Prosperity</li> <li>• Promoting &amp; Defending Against Ideologies</li> </ul>	<ul style="list-style-type: none"> <li>• Diplomacy</li> <li>• International Law                             <ul style="list-style-type: none"> <li>- Treaties</li> <li>- Truce</li> <li>- Compromise</li> <li>- Arbitration</li> <li>- Mediation</li> <li>- Tolerance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Free Trade between U.S.A. and Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• All result in a working relationship where nations do not fully cooperate but view conflict as too costly.</li> </ul>
	Tension - Low Accommodation - High	<ul style="list-style-type: none"> <li>• Security</li> <li>• Peace</li> <li>• Prestige</li> <li>• Prosperity</li> <li>• Promoting &amp; Defending Against Ideologies</li> </ul>	<ul style="list-style-type: none"> <li>• Agreements</li>         <li>• Alliances</li> </ul>	<ul style="list-style-type: none"> <li>• NATO</li> </ul>	<ul style="list-style-type: none"> <li>• Partners in Trade</li> <li>• Political Supporters</li>         <li>• Military Allies</li> <li>• Political Supporters</li> <li>• Partners in Trade</li> </ul>



## Final Module Assignment: Response Page

### 1. World Stage Analogy

**International Interaction:** \_\_\_\_\_  
\_\_\_\_\_

**Participants:** \_\_\_\_\_  
\_\_\_\_\_

**Audience** (major interested observers): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Symbols Used:** \_\_\_\_\_  
\_\_\_\_\_

**Background** (important information): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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(There is more room for your answer on the next response page.)

Name of Student \_\_\_\_\_ Student I.D. # \_\_\_\_\_  
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**Rough Work**

(Marks will not be given for work done on this page.)

### Final Module Assignment: Response Page

**Dialogue** (major statements, threats, accusations, promises, etc.):

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**Timing** (when, where, why interaction occurred):

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Name of School _____	Date _____

**Rough Work**

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## Final Module Assignment: Response Page

2. Write an exploratory paragraph supported from the reading, Accommodation Scale and World Stage Analogy.

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(There is more room for your answer on the next response page.)

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Name of School _____	Date _____

**Rough Work**

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### Final Module Assignment: Response Page

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Name of Student \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_







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